

Curriculum Development & Pedagogy for Developing World Class Management Education in South Asia

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Abstract-*The international environment is becoming more competitive and demanding. In addition, higher education and innovation are becoming more critical for countries to be able to benefit from the increasingly globalised international environment. Therefore, South Asian countries have to improve their skills and innovation capabilities in terms of management education system.*

World class Business Management education by curriculum design and pedagogy in south Asia:

I suggest 10 points which should be the focus area in creating world class business management education in south Asia that includes academic delivery and curriculum, quality of business management faculties, cutting edge initiative for professional development, business management curriculum in sync with market needs, corporate relations, events/fest, B School and public-private and cross-border research partnerships, information and communications technology in the delivery of program, more Positive Institutional Culture, faculty Incentive and evaluation Systems and traineeship/ Summer Project.

Key words- Management education; South Asia; quality

1. INTRODUCTION








The South Asian Association for Regional Cooperation (SAARC), a contiguous block of South Asia countries, started in 1985 with seven countries — Bangladesh, Bhutan, India, the Maldives, Nepal, Pakistan and Sri Lanka — but was extended to include Afghanistan as an eighth member in 2006. The World Bank grouping includes only the original seven members of SAARC, and leaves Afghanistan out. This paper will take in to account seven countries. The South Asia Free Trade Agreement endorsed by SAARC has been signed by the seven original members of the organization, though it has a special provision for the Maldives.

Since the 1980s the South Asian countries have been growing faster than the rest of the world. South Asia has experienced a long period of robust economic growth, averaging 6% a year over the past 20 years. Real GDP growth in the region is expected to be 5.8% in 2012. However; the international environment is becoming more competitive and demanding. In addition, higher education and innovation are becoming more critical for countries to be able to benefit from the increasingly globalised international environment. Therefore, South Asian countries have to improve their skills and innovation

capabilities in terms of Management Education. India leads the pack in terms of GDP, population, area and also number of Universities and colleges. India has around 14.6 m students enrolled in higher education, making it the country with the third highest number of students behind USA and China. India has approximately 550 universities and around 31,000 colleges, Pakistan has 125, Bangladesh 30, Sri Lanka 15, Nepal 5, and Bhutan has 4 Universities.

Although annual enrolments in higher education have grown steadily over the last decade in but the GER (Gross Enrollment Ratio) of 15 percent of India is way below the global average of 26%. The Indian government has set a target of achieving a Gross Enrollment Ratio of 30% by 2020 which will give tremendous boost to higher education in all sectors from Engineering to Management including research. India will require 1,000 more universities and 50,000 more colleges to be built in the next decade to accommodate 50 million college-age students in next few years. According to the OECD's 2009 Global Education Digest, 6.3% of Pakistanis (8.9% of males and 3.5% of females) were university graduates as of 2007. Pakistan plans to increase this figure to 10% by 2015 and subsequently to 15% by 2020 which will boost business management education.

SAARC Countries Data:

<u>country</u>	<u>No of Universities</u>	<u>Area</u> (km ²)	<u>Population</u> (2009-2012)	<u>density</u> (/km ²)	<u>GDP(nominal)</u> (2009/2012) Millions	<u>GDP per capita</u> (2011)
 Maldives	1	298	396,334	1,330	\$1,357	\$5,973
 Bhutan	4	38,394	697,000	18	\$1,269	\$2,121
 Sri Lanka	15	65,610	20,277,597	309	\$59,095	\$2,877
 Nepal	5	147,181	26,620,080	200	\$22,615	\$850
 Bangladesh	30	147,570	152,518,015	1,099	\$115,002	\$678
 Pakistan	125	796,095	180,440,000	225	\$210,566	\$1,201
 India	550	3,287,240	1,210,193,422	382	\$1,848,966	\$1,389

2. NEED FOR INTEGRATION OF MANAGEMENT EDUCATION ACROSS SOUTH ASIA

The key asset of South Asia is its people. South Asia has a young population and the lowest female participation rate in the professional work force. The “demographic dividend” will result in more females entering the professional force in the future after getting suitably trained and educated including managements education. More than 300 million people are expected to enter the prime working-age population over the next decade. This will open up huge demand for management education. South Asia is the least integrated of global regions, and barriers to trade, investment, and movement of people are very high. Regional cooperation in management education can be a powerful tool for increasing growth, reducing the gap between leading and lagging countries. Regional cooperation in Management Education will open up trade and commerce cooperation and will be a useful tool for student and faculty exchange. The strategy for promoting regional cooperation for management education and in

“Developing world class management education in South Asia” has five components:

- Regional cooperation among business houses for investments in management education which has to be the key to being part of the Asian Century which the whole world is talking about.
- Support to Universities to promote cooperation by sharing information and build institutional capacity to deliver world class management education.
- Focus on business professional’s one to one contact through trade and commerce bodies and * cooperation in management education among Bangladesh, Bhutan, India, Pakistan, Sri Lanka and Nepal through contacts at universities and at B School levels in all areas of management education.
- Strengthen regional cooperation in core competence areas of business such as textiles, leather, IT, ITES and leverage partnerships through B schools.

3. PRESENT SCENARIO OF MANAGEMENT EDUCATION IN SOUTH ASIA

There is very little funding from government in management education in south Asia and hence it becomes imperative for management education providers to work

GROWTH OF INDIA'S BUSINESS SCHOOLS*

Year	1995	1997	1999	2001	2003	2005	2007	2009	2011
No. of B-Schools	350	540	680	790	870	1600	1750	2500	4200
No. of Graduates	32000	49000	60000	68000	79000	150000	170000	260000	425000

*Aggregate figures from AICTE & AIMS sources.

Pakistan has around 100 Business Schools followed by less than 50 in Bangladesh and Sri Lanka.

I suggest that government of India in particular should open up management education to corporate houses which will be very welcome step in creating world class management education. The trust based education system has seen an unprecedented growth in last 15 years and non financial government support is quite visible. Enrollments have grown, participation in higher education in management has diversified, new universities have been created, and universities are experimenting with new forms of instructional delivery. India can boast of having more than 4000 institutes offering MBA courses. Prof. Philip , President, Xavier Institute of Management & Entrepreneurship, Bangalore and Former Director, IIM-Bangalore in a Paper presented at the Workshop on Corporate Governance and Ethics in Management Education organized by GRG School of Management Studies, Coimbatore commented that “Converting the numbers of various categories of B-Schools into percentages, one could say that 10-12 percent of the Indian B-Schools are good to very good or world class B-Schools,

while about 88-90 percent face challenges as regards quality, adaptiveness or competitiveness.”

At the same time, management education across the region faces a set of interwoven challenges. Many management colleges in South Asia are having with explosive enrolment increases; shortages of qualified faculties and problems related to quality of academic delivery.

While enrollments soared in Management Education, government budgets for higher education did not. For the most part, universities lacked the financial resources to maintain quality due to increase in student numbers. This scenario of poor academic input in India led to closure of approximately 200 business schools in last two years.

South Asian countries are facing following challenges in providing world class, management education.

- Maintaining and improving Business Management education quality
- Relevance of curriculum and academic delivery mechanism at times of rapid changes in market.

- Increasing and better utilizing the global resources available for delivery of Business Management education.
- Industry led business management education where corporate houses play a major role in curriculum design and as a program delivery resource.
- Prof. Philip in a paper “An overview of Management Education in India” commented “I must say that pedagogy is one of the weaker areas of Indian management education system.”

The business management education providers in the whole of south Asia are facing above challenges and have to find solutions to become world class.

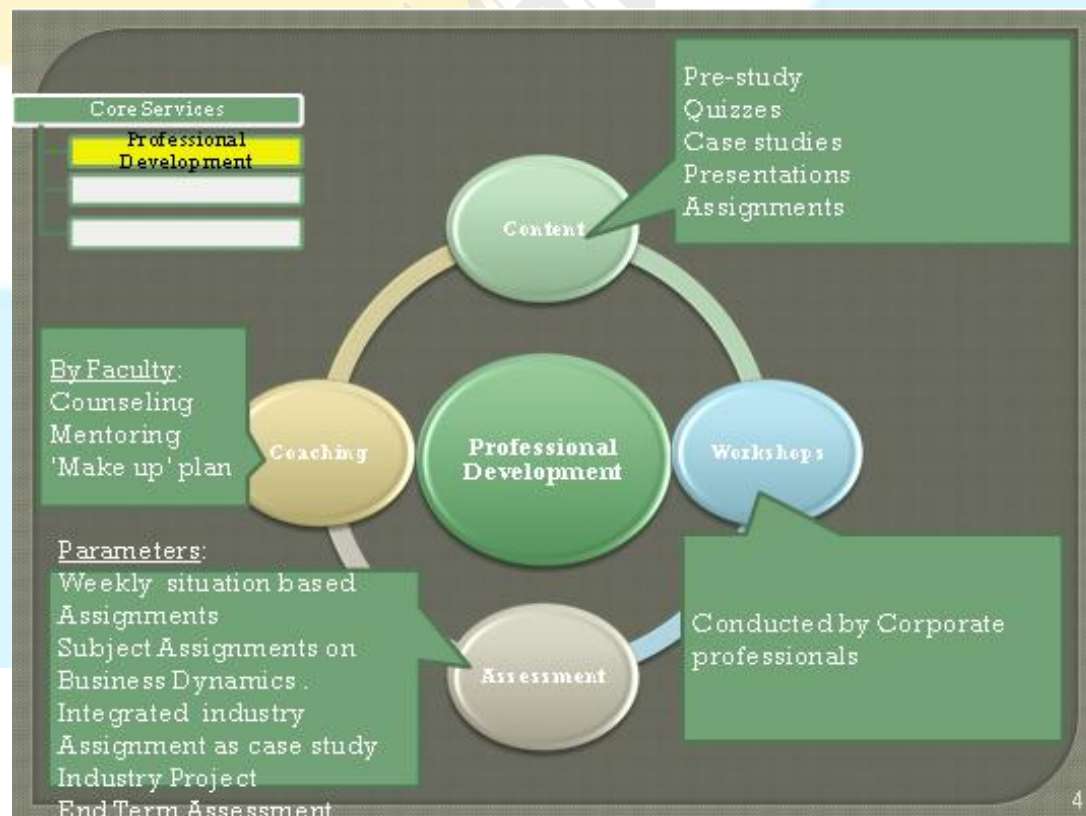
4. WORLD CLASS BUSINESS MANAGEMENT EDUCATION BY CURRICULUM DESIGN AND PEDAGOGY IN SOUTH ASIA

I suggest 10 point plan which if followed will result in creating world class business management education in south Asia. Some of the points mentioned may not look part of pedagogy or curriculum design but have a profound effect on these parameters.

1. Academic Delivery and curriculum

The business management courses are at present taught in university affiliated colleges as any other post graduate program in south asia. There is an urgent need to look at the pedagogy. The universities will have to provide faculties with opportunities to learn proven teaching methods that result in learning of real life corporate situation by students. Corporate executive from marketing, Finance, HR and operation must be included in curriculum design team.

- a) Learning outcomes must decide the curriculum planning and course design based on market situation in each specialization. This will make the curriculum relevant to market needs and employability will go up.
- b) 2 workshop from working professionals in each subject to give corporate perspective.
- c) Strategies that prepare students to engage in new forms of learning will involve counseling and mentoring by faculties.
- d) There had to be weekly assignments, subject assignments integrated industry assignments, projects etc depending upon the course. Needless to say that case study has to be the backbone of business management education.
- e) Faculty development initiative to develop their caliber has to be regular feature of business management education.



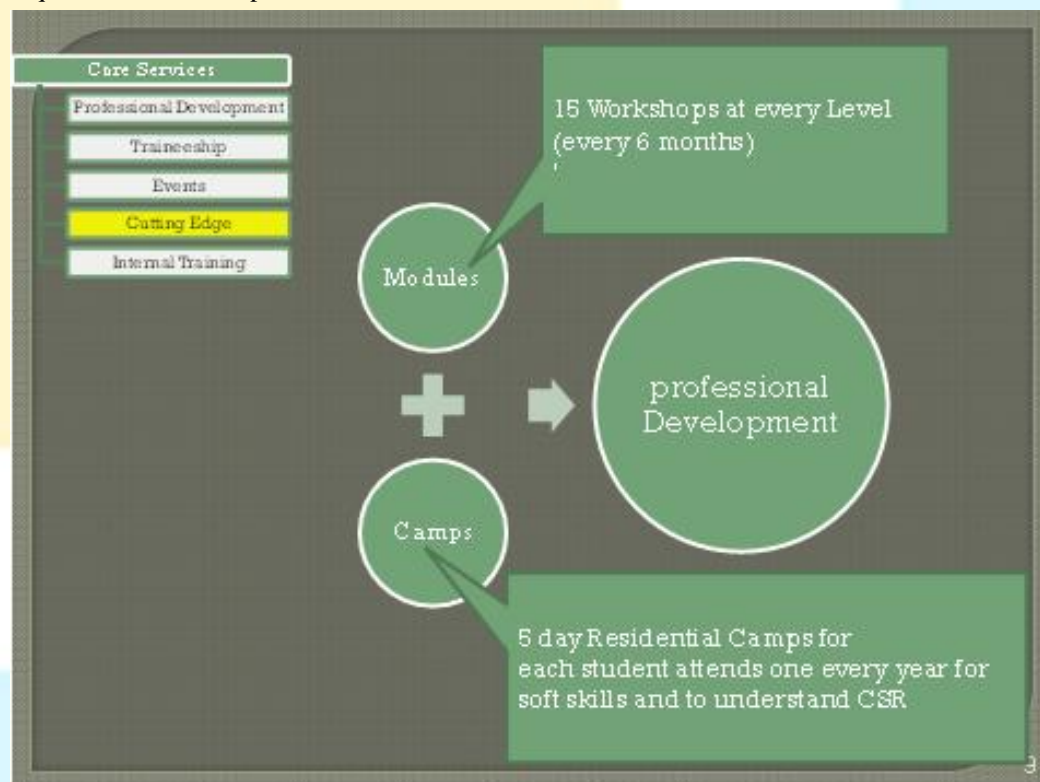
2. Strengthen the quality of business management faculties

The business management is expanding across south Asia but quality of faculty is a major concern even though the norms are prescribed but are never followed. It is suggested that a cross institutional linkage is established by forming teams. These teams will visit each other's institutes and conduct faculty development programs and conduct regular classes. These linkages can be city wise, region wise, country wise, or at international level.

All business management education providers must adhere to the norms for faculty recruitment and should never compromise on qualification, and experience.

3. Develop a Cutting Edge initiative for professional development

Business management education goes beyond subject knowledge and focuses also on creating a ethical, committed, professional with right attitude. I suggest business schools should create a professional development cell which will look after the process of creating soft skills required in a business manager. There must be subject in soft skills in each semester which will be a credit course. I also suggest an annual camp at outside location to learn the managerial skills including CSR. This module will be activity based and had to be delivered by a professional from in-house or outside.



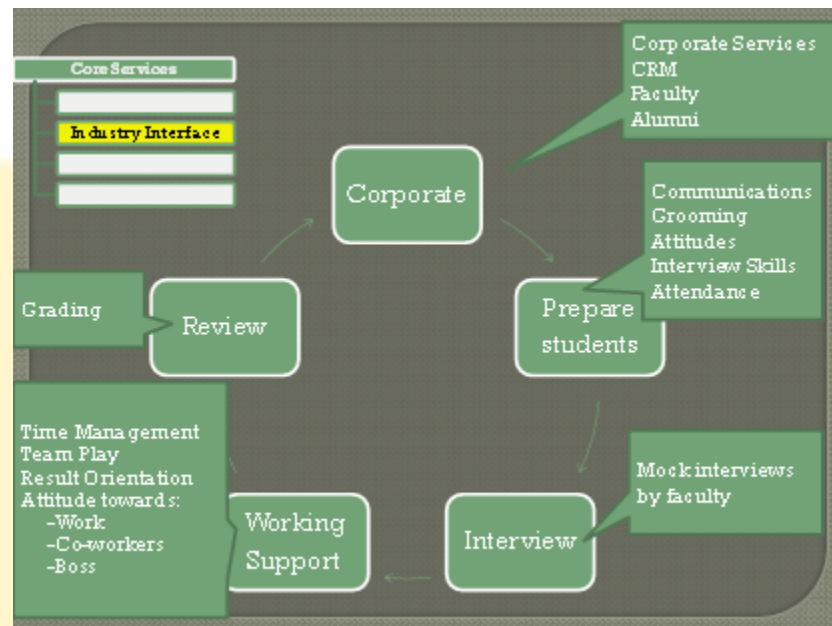
4. Business management curriculum in sync with market needs

I suggest that business management education be led by the industry and letting market forces determine the range of subjects studied. I suggest corporates with the help of universities and B school form a employers council chaired by industry and decide upon the subjects to be studied which will help them in turn to get right kind of business graduates required by them.

South Asian countries are growing and need continuous inputs from the corporate houses for offering market relevant subjects.

5. Strengthen corporate relations

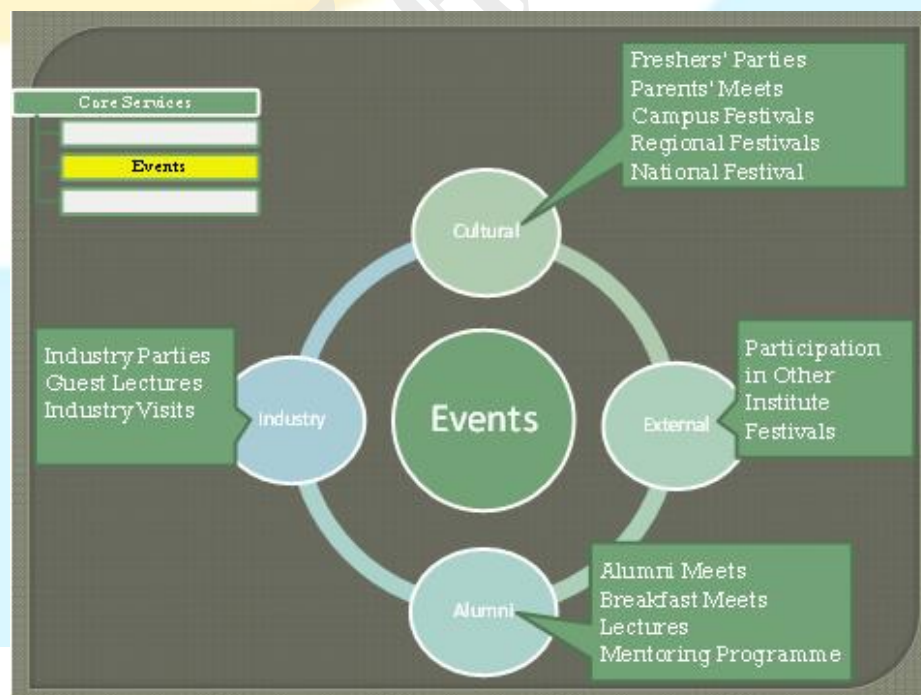
Business schools take corporate relations as a process in the chain of placing students. It is never taken as a continuing process all thought the year. Faculties must take the corporate relations as for the job interview in terms of Communications, Grooming, and attitudes and interview Skills. Industry interface should be taken as an end to end solution for placement which includes preparing students for the job. Corporate services must include CRM with corporate, alumni, corporate faculty etc. It must prepare student



6. Events/Fest

I suggest that every students of B School has to part of the team who organizes events or fest. Some of the events can be Fresher's Parties, Parents' Meets Campus Festivals, Regional Festivals, National Festival, international festival.

Participation in Other Institute Festivals and alumni meets, industry interactions, participation in commerce chambers meets etc must be a regular feature throughout the year. There must be some mechanism to grade each student for this activity.



Traineeship/ Summer Project: The summer project in business schools is probably a ritual which has to be followed because university requires it.

I suggest that summer traineeship has to be taken as a real exercise by students and faculties. I believe Traineeship requires an attitude change on part of students as well

faculties. I suggest students must be assigned faculties as guide for Traineeship and at least two visits must be made by faculty to the corporate house to know the progress of students. Corporate houses must be encouraged to give students live do able assignments.

The students must be professionally prepared for traineeship in the first year in terms of communication, grooming, attitudes etc.

7. B School and public-private and cross-border research partnerships

A major driver of research productivity is cross border collaboration and institution to institution tie ups for research. B schools in south Asia has to align with each other and industry and take up research projects from the government, industry and also conduct research which helps society in general.

Research productivity is of international prestige in management education.

8. Faculty Incentive and Evaluation Systems

Remuneration for full-time academic work in South Asia is typically very low by international standards, inadequate by local standards, and insufficient for a middle-class life style Salaries do vary across institutions and countries in South Asia. The impact of inadequate extrinsic remuneration on institutional quality in terms of business management education is considerable.

This has to be seriously looked at by universities and B schools.

9. Use, of information and communications technology in the delivery of program

The management education providers must encourage the use of IT and ITES in program delivery. This may include watching live lectures from other universities, corporate interactions, e books , e journals , online research, projects etc.

10. Creating a More Positive Institutional Culture

Environment should so created where faculty members feel that that they belong to a mutually respectful community of professionals who value each others' contributions. Faculties should be encouraged for research work which will be useful for corporate. Faculty members in Asia generally enjoy less autonomy and academic freedom due to university rules and regulation than in Western countries. It is hereby suggested that faculties in management education should enjoy more freedom and autonomy as business environment changes more rapidly than university curriculum.

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Author's Biography



Dr. Sharma has a rich blend of experience from academics as well as corporate world, having worked in industry for over 20 years in companies such as Emerson Electric, Alcan, Continental Boilers in USA, and Kirloskar Electric, Industrial Cables, Advani

Oerlikon in India at senior levels, including CEO of one of the Kirloskar group of companies.

Dr. Sharma was Director (South) and National Academic Head for Wigan and Leigh College for 13 years. Wigan and Leigh is a U.K. based College He is at present Director of Xavier Institute of Management and Entrepreneurship, (XIME), Bangalore.

Dr. Sharma holds a Ph.D. in Management, MBA from Western Illinois University, USA and BE (Mechanical) from Regional Engineering College [now NIT], Jaipur.